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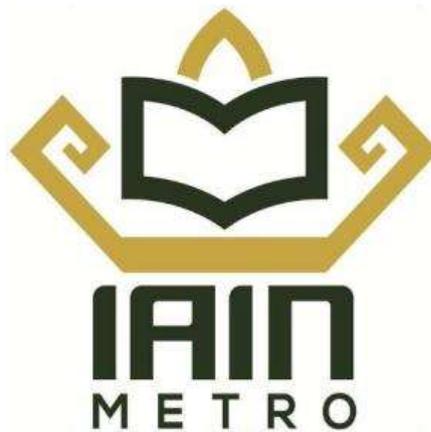
THE INFLUENCE OF USING AUDIO LINGUAL METHOD TOWARD OF LISTENING COMPREHENSION OF THE EIGHT GRADERS STUDENTS OF SMP PURNAMA TRIMURJO

By:

Mega Kusuma Dewi

Student Number : 1501070190

Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H/ 2020 M

AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING AUDIO LINGUAL METHOD TOWARD OF LISTENING COMPREHENSION OF THE EIGHT GRADERS STUDENTS OF SMP PURNAMA TRIMURJO

Presented as a Partial Fulfillment of the Requirment

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Departmen

By:

Mega Kusuma Dewi

Student Number : 1501070190

Tarbiyah and Teacher Training Faculty

English Education Department

Sponsor : Ahmad Subhan Roza, M.Pd.

Co-Sponsor : Trisna Dinillah Harya, M.Pd.

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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THE INFLUENCE OF USING AUDIO LINGUAL METHOD TOWARDS OF LISTENING COMPREHENSION OF THE EIGHT GRADE STUDENTS OF SMP PURNAMA TRIMURJO

BY:

MEGA KUSUMA DEWI

The objective of this research is to find out whether there is a positive and sigificant influence of using audio lingual method towards of Listenng Comprehension at the eight Graders of SMP Purnama Trimurjo. Furthermore, the aim of this research is to make the teachers consider about the appropriate method which can be applied by them in the class to teach the students about istening comprehension. Therefore, the teachers should concern about the proper method that can be used to achieve the indicators of listening comprehension maximally. Another aim of this research is to help the students in understanding the listening comprehension material by using Audio Lingual Method and to comfort them with different way of teaching in learning process by providing them the music or another educated entertainment to increase their motivation in learning and make them interested in listening material to achieve the good habit from learning process in the class which iS the main goal of Audio-Lingual Method.

This research was quantitative research in the form of experimental design.This research involves two variables; there are independent variable which is Audio Lingual Method (X) and the dependent variable which is students listening comprehension (Y). In this study, the researcher used the purposive sampling technique to select the sample, and decided class VIII to be the sample of this research which the student amount in the class was 30 students. The researcher also used the research instrument which was divided in two instruments, there were instrument blueprint and instrument calibration. The researcher used Test, observation, and documentation as the data collection method. To investigate whether there is a positive and significant influence of using Audio Lingual towards of listening comprehension at the eight graders of SMP Purnama Trimurjo. The researcher analyzed the data by using SPSS.

Keyword : *Using Audio Lingual Method, Listening Comprehension*

PENGARUH PENGGUNAAN METODE BAHASA YANG DIPERDENGARKAN TERHADAP PEMAHAMAN MENDENGARKAN SISWA KELAS DELAPAN SMP PURNAMA TRIMURJO

Oleh:

MEGA KUSUMA DEWI

Tujuan dari penelitian ini adalah untuk menemukan apakah ada sebuah pengaruh yang positif dan signifikan metode Bahasa yang diperdengarkan terhadap pemahaman mendengarkan siswa kelas 8 SMP Purnama Trimurjo. Selain itu, tujuan dari penelitian ini adalah untuk membuat guru mempertimbangkan kembali tentang metode yang sesuai yang dapat diaplikasikan oleh mereka di kelas untuk mengajari siswa mereka tentang pemahaman mendengarkan. Oleh karena itu, para guru harus menaruh pehatian metode yang tepat yang dapat digunakan untuk meraih indikator-indikator untuk pemahaman mendengarkan. tujuan lain dari penelitian adalah untuk menolong siswa dalam memahami materi pemahaman mendengarkan menggunakan metode Bahasa yang diperdengarkan dan membuat nyaman mereka dengan cara pengajaran yang berbeda di dalam proses pembelajaran dengan menyediakan mereka musik atau hiburan yang mendidik lainnya untuk meningkatkan motivasi mereka di dalam belajar dan membuat mereka tertarik terhadap materi mendengarkan untuk mencapai kebiasaan yang baik dari proses pembelajaran di kelas yang merupakan tujuan utama dari metode Bahasa yang diperdengarkan.

Penelitian ini merupakan penelitian kuantitatif dengan bentuk desain percobaan. Penelitian ini melibatkan dua variabel. Terdapat Variabel mandiri yaitu metode bahasa yang diperdengarkan (X) dan variabel yang bergantung yaitu pemahaman mendengarkan siswa (Y). Di dalam kajian ini, peneliti menggunakkan teknik dalam pengambilan contoh dengan tujuan tertentu untuk memilih contoh, dan memilih kelas 8 sebagai contoh penelitian ini dengan jumlah sebanyak 30 siswa. Peneliti juga menggunakan 2 alat pengumpul data yang dibagi menjadi dua, alat bagan dan alat pengujian. Peneliti menggunakan test, pengamatan, dan dokumentasi sebagai alat pengumpul data. Untuk menyelidiki apakah ada sebuah pengaruh yang positif dan signifikan metode "Bahasa yang diperdengarkan" terhadap pemahaman mendengarkan siswa kelas 8 SMP Purnama Trimurjo, peneliti menganalisi data dengan formula SPSS.

**Kunci**: *Metode Bahasa yang Diperdengarkan, Pemahaman Mendengarkan*

RATIFICATION PAGE

No. B-035/In-28-1/0/PP-00-9/01/2020

An Undergraduate thesis entitled: THE INFLUENCE OF USING AUDIO LINGUAL METHOD TOWARD OF LISTENING COMPREHENSION OF THE EIGHT GRADERS STUDENTS OF SMP PURNAMA TRIMURJO, written by Mega Kusuma Dewi, student number 1501070190, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 22th January 2020 at 08.00-10.00

BOARD OF EXAMINERS:

Chairperson   : Ahmad Subhan Roza, M. Pd   (..................)

Examiner I   : Drs. Kuryani, M. Pd   (..................)

Examiner II   : Trisna Dinillah Harya, M.Pd   (..................)

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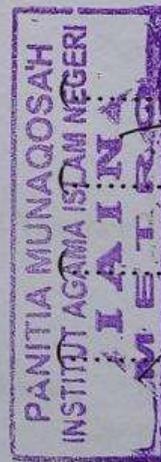
The Dean of Tarbiyah and Teaching Training Faculty

Dr. Akla, M.Pd
NIP. 19691008 200003 2 005

APPROVAL PAGE

Title	:	THE INFLUENCE OF USING AUDIO LINGUAL METHOD OF LISTENING COMPREHENSION OF THE EIGHT GRADERS STUDENTS OF SMP PURNAMA TRIMURJO
Name	:	Mega Kusuma Dewi
Students Number	:	1501070190
Department	:	English Education
Faculty	:	Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.
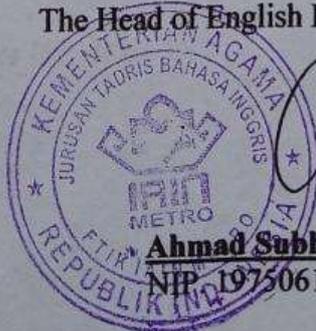
Metro,　Januari 2020

Sponsor

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Co-sponsor

Trisna Dinillah Harya, M.Pd
NIP. 198305112009122004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

NOTA DINAS

Nomor   :

Lampiran   :

Perihal   : **Mohon Dimunaqosyahkan Skripsi**

             Mega Kusuma Dewi

Kepada yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

     Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya

Maka skripsi yang disusun oleh :

Nama   : Mega Kusuma Dewi

Npm   : 1501070190

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : TBI

Judul   :THE INFLUENCE OF USING AUDIO LINGUAL METHOD TOWARD OF LISTENING COMPREHENSION OF THE EIGHT GRADE STUDENTS OF SMP PURNAMA TRIMURJO

     Sudah kami dapat persetujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

                                       Metro,   Januari 2020

Dosen Pembimbing I   Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd   **Trisna Dinillah Harya, M. Pd**

NIP. 19750610 200801 1 014   NIP. 19830511 200912 2 004

NOTIFICATION LETTER

Number   :

Appendix   :

Matter   : **In Order to Hold the Munaqosyah of Mega Kusuma Dewi**

To The Honorable,

The Head of Tarbiyah Faculty

State Institute of Islamic Studies (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research thesis script which is written by :

Name   : Mega Kusuma Dewi

St. Number   : 1501070190

Fakulty   : Tarbiyah

Department   : English Education

Title   : THE INFLUENCE OF USING AUDIO LINGUAL METHOD TOWARD OF LISTENING COMPREHENSION OF THE EIGHT GRADE STUDENTS OF SMP PURNAMA TRIMURJO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah, thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, januari 2020

Sponsor   Co-Sponsor

Ahmad Subhan Roza, M.Pd   **Trisna Dinillah Harya, M. Pd**
NIP. 197506102008011014   NIP. 198305112009122004

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

    Name   : Mega Kusuma Dewi

    St.   : 1501070190

    Faculty   : Tarbiyah and Teachers Training

    Department   : English Education Department

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro,   january 2020

The write

MEGA KUSUMA DEWI
St. Number 1501070190

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

      Nama   :MEGA KUSUMA DEWI

      NPM   :1501070190

      Jurusan   :Tadris Bahasa Inggris

      Fakultas   :Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2020

Yang Menyatakan,

MEGA KUSUMA DEWI

St.Number 1501070190

MOTTO

قُلْ هَلْ يَسْتَوِى ٱلَّذِينَ يَعْلَمُونَ وَٱلَّذِينَ لَا يَعْلَمُونَ ... ﴿٩﴾ ...

Saying: " are the same people who know people who do not know......? "(Az-Zumar: 9)

"the way to get started is to quit talking and begin doing. " (walt disney)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved parent, Mr. Sumarjoko, Mrs. Parjilah and sister Ilham wulandari who always support me in their endless love.

My lovely best friend and boy friend who have given me support and always beside me everything.

My lovely family in my booarding house and my lovely Classmates in TBI C Class.

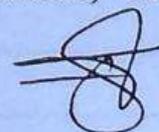My beloved almamater The State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

Glory be to Allah SWT, the most gracious merciful, who always gives all what we need. Allah has given his gift to the writer that be could accomplish their research proposal. May peace will not stop to be upon our prophet, Muhammad SWA, who has led us from the darkness to the lightness. So, the writer will be completed a research proposal entitled THE INFLUENCE OF USING AUDIO LINGUAL METHOD TOWARD OF LISTENING COMPREHENSION OF THE EIGHT GRADE STUDENTS OF SMP PURNAMA TRIMURJO.

Listening a research thesis, the writer cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this research thesis, the writer cannot mention one by one. First of all, the writer would like to express his thanks to the sponsor Ahmad Subhan Roza, M.pd, and co-sponsor Trisna Dinillah Harya, M. Pd, who have sincerely given their helpful idea and guide way of writing during the research thesis in writing process.

As a human being, the writer realize that tis research thesis still has plenty of weakness. The writer do apolozise for all mistakes she has made in writing. All constructive comment and suggestions are very welcomed to measure the quality of this research thesis, hopefully, this research thesis can be meaningful benefit for the writer, especially for our campus.

Metro, Januari 2020

Mega Kusuma Dewi
St. Number 1501070190

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CHAPTER I

INTRODUCTION

A. Background Of The Study

Listening is one of English skill that must be mastered by students who learn English. Listening is the basic skill English before we continue to the next skill in English. We should put the best strategy and approach to make our students understand about what they listen when they learn English in listening class, and also the condition of study is not impressive. There are many kinds of approaches in teaching strategy, and one of them is audio lingual method. There different ways which are used by students to master listening skill, such as listening music, watching movie.

Teaching English as foreign language is very hard to apply it. We should motivate students to master listening skill by amusing them, such as listening music and watching movie before going to the main material of listening. The measurement of listening is the students are required to listen to a passage and answer to questions based on it. The pessage include both conversation and descriptive passages. The questions are to fact based, inferential and intuitional in nature. Another measurement of listening are to find the mind idea of the given information, find the explicit meaning, find the implicit meaning, and guess the meaning of words from context. The interesting teacher also helps students to study about material. The resercher assumed if student are not bored in learning activities in the class for listening lesson can run as well as we hope,

besides most of them felt difficult to learn listening section in English because of luck of vocabularies,and never study this section before. Furthermore, we, as the teachers, should help them to prepare their skill in answering the questions for listening section in English final national examination.

Based on the pre-survey result that resercher got the data in listening comprehension test at the eight grade of SMP Purnama Trimurjo, the resercher presents his pre-survey result in the table form,as follows.

Table 1
The Result of Data Pre-Survey of Students' Listening Comprehension
at the Eight Grade of SMP Purnama Trimurjo

Score	Category	Frequency	Precentage
70-100	Good	2	6,7%
61-69	Fair	8	26.8%
0-60	Poor	20	67%
Total		30	100%

Source: Pre Survey That The Researcher Conducted

Referring the table above, the researcher assume that students who get the result between 70-100 which is good predicate is 2 people, who go 61-69 which is fair is 8 people, and 0-60 which is poor is 20 people. The researcher held the listening test for students in eighth grade on march 29th 2019. Based on the pre-survey data above, the researcher concluded that students' listening comprehension is mostly low. Therefore, the researcher intend to use audio lingual method for knowing whether there is a positive and significant influence of students' listening comprehension in his research because the researcher thinks that audio lingual is the appropriate to achieve learning goals in listening process for students' comprehension.

B. Problem Identification

Based on the background of study above, the researcher can identify the problems and find the solusions to the problems as follows:

1. The students cannot pick out the manageable clusters of words because they will try to retain overly long whole sentence or several sentences.

2. The students get confused when they listen audio lingual in the conversation in listening material.

3. The students do not understand well about the reduced forms in English, such as reduction can be phonological, morphological, synytactic, or pragmatic.

4. The students are not familiar with the colloquial language, such as: idiom, slang, reduced forms, and shared cultural knowledge that all are manifested at some point in conversations, dialogue, or monologue.

5. The students are not able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses.

C. Problem Limitation

The researcher has defined that there are problems in every students in listening comprehension because they have not been practiced before, and there is the low English result especially on listening subject, so it needs the appropriate strategy in teaching learning English, especially listening.

In order that this research would not spread, the reseacher focuses to the problem of students' listening comprehension only that the researcher concludes based on the problem identification that the researcher

concludes based on the problem identification that the researcher has made before.

This researcher is held on the Eight Grade of SMP Purnama Trimurjo.

D. Problem Formulation

Based on the problem identification above, the researcher comes up with the problem formulation as follows:

"Is there any positive and significant the influence of using audio Lingual method toward listening comprehension of the eighth grade students of smp purnama trimurjo?

E. Objective and Benefit of the Study

At the end this research, the researcher hopes that it has some advantages to the teaching and learning process.

1. The objective of the study

   The objective of this ressearch is to find out whether there is an influence of using audio lingual method toward the students' Listening Comprehension.

2. The benefit of the study

   a. For the student The researcher hopes that this research can be a good motivation and help the students to solve their problems in listening comprehension by audio lingual method in teaching English in the class.

b. For the teacher This study is hopefully will be able to make the teacher is more innovative in selecting effective dictation in listening teaching to solve the problem that are faced the students.

c. For the headmaster that are faced by the students It is hopefully can be a positive contribution to the teaching English listening improvment in SMP Purnama Trimurjo.

F. Prior Research

The research entitled "The influence of using audio lingual method toward listening comprehension of the eighth grade students of smp purnama trimurjo" This research was written by Mega Kusuma Dewi from the Metro State Islamic Institute. What is meant by the number of language spelling errors produced by the recording are different spelling structure errors, hearing errors and writing errors. In a different spelling structure the writer analyzes auditory results has a difference between hearing heard.

Data source is video taken from youtube which is related to this spelling from several students of of English Department, State Islamic Institute of Metro.

The research entitled "The Influence of Audio Lingual Method Towards Students Listening Comprehension at the Eleventh Grade of Sma Tmi Raudlatul Qur'an Metro. Hananto Agus Salim from the Metro State Islamic Institute. The measurement technique is applied to collect the data by administering a test which is constructed for the purposed of this research. It is intended to measure students' mastery to the listening comprehension materials through audio visual media. The writer decides to measure the

students' achievement through the written test. The writer collected the data by giving the students a multiple choice test that consist of 10 items. For both of pretest and post test the writer applied the same test. [1]

The research "improving the students' listening skills of the 8th grade students of SMPN 1 ngemplak through scaffolding principles" This research was written by Rifqi Hanifa from the English Education Department Faculty of Languages and Arts State University of Yogyakarta 2014. This can inspire the English teachers of SMPN 1 Ngemplak to use and develop various techniques in the Teaching of listening. Beside that, through the implementation of the Actions in this research, it will give meaningful and useful contribution To the students of class VIII B especially for their listening Comprehension. So, they were interested and have motivation in learning English.[2]

The research "improving students' listening skills through podcasts at smp bopkri 1, yogyakarta grade VIII, class a in the academic year of 2012 / 2013" This research was written by Veronica Mustika Heni Permatasari from the English Education Department Language and Art Faculty Yogyakarta State University 2013. The participants in this study are students of different specializations who study English for Specific Purposes at the Faculty of Social Policy, Mykolas Romeris University, Lithuania. The result of that study is there is an opportunity for raising language awareness by employing

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[1]Hananto Agus Salim, *The Influence of Audio Lingual Method Towards Students Listening Comprehension at the Eleventh Grade of Sma Tmi Raudlatul Qur'an Metro.2016/2017.*
[2]Rifqi Hanifa*, improving the students' listening skills of the 8th grade students of SMPN 1 ngemplak through scaffolding principles .2014.*

podcasting which allows learners to carry out homework assignments at their

own pace and under non-threatening conditions.[3]

---

[3]Veronica Mustika Heni Permatasari,*improving students' listening skills through podcasts at smp bopkri 1, yogyakarta grade viii, class a in the academic year of 2012 / 2013.*

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Listening Comprehension

1. The Definition of Listening

Listening seems simple because it is something we do every day. Yet,when one is listening in a second or foreign language, we can see more easily how complex listening really is. There some by looking at some definitions about listening, such as:

The first, according to Helgeles Listening is an active, purposeful processing of making sense of a what we hear."[4]

The second, according to Rost Listening is the mental process of constructing meaning from spoken input."[5]

The third, according to Rubin Listening is conceived of as an active process in which listeners select and interpret information which comes from video clues in order to define what is going on and what the speakers are trying to express."[6]

Notice that the defiitions for listening all use words like active andconstruct. It is clear that the Iistener is doing more than simply decoding what is heard. Rubin completes her definition by saying that active man Iistener get information (from audio clues) and relate this

---

[4] Helgeles, M., *Practical English Language Teaching,* (New York : The McGraw- Hill Companies, 2003), P. 24

[5] Rost, M, *Teaching and Researching Listening,* (London: Person Education Press, 2002), P. 279

[6] Rubin, J., *An Overview to " A Guide for the Teaching of Second Language Listening",* (San Diego: Domini Press, 1995), P.7

information to what they already know[7]. Select means that in the process of making of the input. Listeners use only part of the incoming information. Interpret means that in trying to make sense of the input, listeners use their background knowledge as well as the new information to decipher what is going on and to figure out what speakers intend.

The point is that listening is a very active skill. It requires the activeattention-and an active intention-on the part of the hearer.

2. The Process of Listening

As asserted by Nation and Jonathan, the process of listening are:

a. Bottom-up Processes

These are the processes the listener uses to assemble the message piece-by-piece irom the speech stream, going trom the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syillabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

b. Top-down Processes

Top-down processes involve the listener in going from the whole-their prior knowledge and their content and theoretical schemata to the parts. In other word, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process

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[7] March Helgesen and Steven Brown, *Practical English Language Teaching, Listening,* (New York: The McGraw- Hill Companies, 2007), P.3

here is inferencing[8]. When we put these two types of processing together, we see listening not as a single skill, but as a variety of sub-skills.

From the explanation above, the researcher can conclude that there are two processes of listening process. the first is bottom-up processing, which means that the learners begin to get the message of knowledge in listening process part by part. And then, the students can achieve the meaning of message as a whole. And the second is Top-down processing, which means that the learners use their common knowledge to get know about the specific message which is requested for getting the point of the specific knowledge.

3. The Definition of Listening Material

Listening materials may be used under a teacher's direction orindependently by students. Usually the materials in teacher-directed activities can be more difficult than those students use on their own. In either case, the material should be neither so difficult as to make learning or enjoyment impossible nor so easy that there is little to learn or to hold the students interest.

Listening is an active process in which listeners shift between sourcesof information (what they know and what they listen), elaborate mean and strategy, check their interpretation (revising when appropriate) and use the social context as a basic for their response to the implied meaning or the meanabout what they listen.

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[8] I.S.P nation, and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking.* (New York: Routledge 270 Madison Ave, 2009). P.40

The concept of listening material consist of:

a. Predicting

b. Inference

c. Monitoring

d. Clarifying

e. Responding

f. Evaluation[9]

From the explanation above, the researcher can assume that listeningmaterial which is directed by teacher mostly are difficult to students to learm, therefore, the teacher should comtort the student for enjoying the learning process or listening in the class and combine the information between what they know and what they listen and connect the intormation reasonably. So the students can understand and they can be directed to the appropriate understanding about listening goals.

4. **The Definition of Listening Comprehension**

According to James Asher, listening is as primary component in language teaching first before learning other skill[10]. 'It means that listening is the primary skill where children must learn and understand because listening is the foundation of all skills.

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[9] Marc Helgesen and Steven Brown, *Practical English.* P.70
[10] Brown, H.Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy.* (San Fransisco: State University, 2001), Second Edition. P.247

Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills.[11]

Steven Brown states that Listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge.[12]

In other definition, Listening is a process of orally grasping and decoding the signs a listener directly hears. Practically, in a listening process a listener understands and translates the message addressed to him into meaning in his mind.[13]

According to David, listening comprehension is an extremely important skill because adults spend nearly halt of their communication time on listening.[14]

Brown states the meaning of listening comprehension as a psychomotoprocess or receiving sound waves through thee ear and transmiting nerve impulses to the brain.[15]

Anderson and Lynch assert that the main point of listening skill is the listeners comprehension. Listeners comprehension is their partial dictation tounderstand the message that has received.[16]

[11] Vandergrift, Larry & Cristine C.M. Goh. *Teaching and learning secind language listening: metacognition in action.* (New York: Routledge. 2012). P.4

[12] Brown, Steven, Teaching Learning. (New York: Cambridge University Press, 2006). P.4

[13] F. Byne, *Principle of language learning and teaching*. (New Jersey: Prentice Hall Inc, 1980).P. 121

[14] David, J. Mendelshon, & Joan Rubin. *A Guide for the Teaching of Second Language Listening.* (USA: Dominie Press, 1995). P.132

[15] Brown, H. Douglas. *Teaching by Principles.* P.249

[16] A. Anderson, & T. Lynch. *Listening.* (Oxford: Oxford University Press, 1988).P.9

From the some explanation above, the researcher concluded that listening comprehension is the audio lingual of the listener to receive the message from the listening record that they have heard by activating their prior knowledge.

Listening comprehension is the process of understanding speech in a first or second language. The study of Listening comprehension in second language learning focuses on the role of individual linguistic units (e.g phonemes, words, grammatical structures) as well as the role of the listener sexpectations, the situation and context, background knowlcdge and topic.

Listening as comprehension is the traditional way of thinking about the nature of listening.[17] Indeed, in most methodology manuals is place and Listening comprehension. This View of listening is based on the assumption that the main function of listening in second language learning is to tacilitate understanding of spoken discourse. We will examine this view of fistening in some detail before considering a complementary view or Listening-1istening as acquisition. This latter view of listening considers how listening can provide input that triggers the further development of second language proficiency.

[17] Richards, Jack C. *Teaching Listening and Speaking, From Theory to Practice,* (United States of America: Cambridge University Press, 2008). P. 3

5. **The Principles of Listening Comprehension**

M. Celce-Murcia suggests that a set of principles for teaching listeningin the second language classroom:

a. Increase the amount of listening time n the second language class.

Make listening the primary channel for learning new material in the classroom. Input must be interesting, comprehensible, supported by extra linguistics material, and keyed to the language lesson.

b. Use listening before other activities.

At beginning and low-intermediate levels, have students listen to material before they are required to speak, read, or write about it.

c. Include both global and selective listening**.**

Global listening encourages students to get the gist, main idea, topic, situation, or setting. Selective listening points student attention to details of formand encourages accuracy.

d. Activate top-level skills.

Give advance organizers, script activators, or discussions which call up students background knowledge. Do this students listen. Encourage top-down processing at every pronciency level.

e. Work towards automaticity in processing.

Include exercises which build both recognition and retention of the material. Use 1 miliar material in novel combinations. Encourage over learning through focus on selected formal features. Practice bottom-upprocessing all every proncieny l eve.

f. Develop conscious listening strategies.

Kaise students awareness of text features and of their own comprehension processes. Encourage them to notice how their processing operations interact With the text. Promote flexibility in the many strategies they can use to understand the language. Practice interactive listening, so that they can use their bottom-up and ther top-down processes to cheek one against the other.[18]

6. The Indicator of Listening Comprehension

In listening comprehension, the use of listening activity can help the students to capitalize on the language input they are receiving.[19] Axbey was stating that the successtul listening in the classroom depends partly on good preparation. The context of what he or she is going to listen should be introduced to the students such as who 1s speaking, where, when, and to what purpose. These information enable them to make prediction of the content and language. There are some necessary components, in listening comprehension asstated by Rost They can be listed bellow:

a) Discriminating between sounds

b) Recognizıng words

c) Identifying grammatical grouping of words

d) Identying pragmatic unit-expressions and sets of utterances which Trunction as whole units to create meaning.

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[18] Celce-Murcia, M. *Teaching English as a Second or Foreign Language, (*USA: Heinle & Heinle,2009). Third Edition. P.89

[19] Brown*, Douglas, Principles of Language Learning and Teaching,* (Michigan: University of Michigan Press, 2005), P.90

e) Connecting inguistic to paralinguistic (intonation and stress) and to non-linguistic (gestures and relevant objects In the situation) in order to construct meaning.

f) Using background knowledge (what we already know about the content and the form) and context (what has already been said) to confirm meaning.[20]

Based on the explanation above, listening comprehension is the mind activity to understand spoken materials containing information to get the meaning that the speaker wants to convey using his background knowledge through the interaction between the listener and the speaker. In short listening comprehension emphasizes the listener to understand the meaning of text, the listener constructs meaning by using from contextual information and from existing knowledge, and not by processing every word, and not trying predict and then to confirm meaning to work out all that are involved in the literal meaning of the utterance while relying upon essay strategies resources to fulfill the task requirement.

Here are the indicators of listening comprehension, the student are able to:

1) Find the main idea of the given information

2) Find the explicit meaning

3) Find the implicit meaning

4) Guess the meaning of words trom context.

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[20] Rost.M, *Introducing listening* (London: Penguin Group, 1994), P. 23

B. The Concept of Audio-Lingual Method

This chapter contans the theories which support the research, it includes themore explanation of Audio-Lingual Method, and Teaching Listening. Therefore, the researcher tried to explain all of those items as bellow.

1. **The Definition of Audio-Lingual Method**

    The theory of language underlying Audio lingualism was derived from a View proposed by American linguist in the 1950. A view that came to be known as Structural linguistics.[21] Structural Linguistics had developed in part as a reaction to traditional grammar.

    The Audio-Lingual Method (ALM) is a method which was introduced in the United States of America (USA) in 1940s. Technically, the method was Supported by tape recorders and language laboratories. Theoretically, the method was based on the finding of the structural linguists, who developed a psychology and philosophy of language learning different from traditional methods.[22]

    Audio-Lingual Method is The Army Method came to be known in the 1950s The audio-lingual approach to language learning was generated by the U.S. Defense Forces language programs during and after World War II. A number of factors influenced the way foreign languages were taught after the war (e.g., the emergence oI Severał intenational languages, the greater mobility of people and the expansion ot education programs). For a number o reasons, the Audio-Lingual Method enjoyed many years of

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[21] Richards, Jack C. And Rodgers, Theodore S. *Approaches and Methods in Language teaching,* (United States of America: Cambridge University Press, 2001). Second Edition. P. 64

[22] Setiyadi, Ag. Bambang, *teaching English as A Foreign Language*, {Yogyakarta: Graha limu Press, 2006). First Edition. P. 53

popularity, and even to this day, adaptations or the ALM are found in contemporarty Methodologies.

In the Audio-Lingual Method, language learners are preparcd with the knowledge and skill required for effective communication in a forcign language.[23] The language learners are also hoped to understand the foreign people whose language they are learning and the culture of the foreign people.

Audio-lingual methodology does provide comprehensible input.[24] The dialogues and patterm practice are certainly understandable by most students, although some theeorists have said that in early parts of a lesson actuacomprehension is not necessary, that purely mechanical drill is useful.

When using Audio-lingual method in class. Language learning 1s aprocess of habit formation.[25] It means that when we would like to use Audiolingual Method in Class, we should make our class as comfortable as we could to perform the good condition that supports the process of learning. It isimportant 1or teacners to prevent student error Since errors can lead to theformation of bad habits.

The Audio-Lingual method is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations,the Audio-Lingual Method drills students in the use of

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[23] Brown, H. Douglas, *Principles of Language*. P. 138

[24] Krashen, Stephen D, *Principles and Practice in Second Language Acquisition*, (UnitedStates ot America: Pergamon Press Inc., 1982). First Edition. P. 130

[25] Larsen, Diane. And Freeman, *Teacher's Handbook for the Video Series Languageeaching Methods*, (United States of America: Office of English Language Programs Material Branch United States Department ot State Washinglon, D.C., 1990). P.2

grammatical sentence patterns"[26]. It also has a strong theoretical base in linguistics and psychology.

The Audio-Lingual Method emphasizes on listening and speaking skills in order to facilitate the progress of reading and writing skills besides increasing communicative competency. The method, which was originally introduced to prepare people to master foreign language orally in a short time, emphasizes oral forms of language. However, the method still considers the other language skills. The method considers that the oral forms: speaking and listening should come first, and reading and writing come later.

The advocates of the method believe that language learners learn aforeign language as a child learns his/her mother tongue. First, he hears sounds and tries to understand the sounds; he/she then tries to reproduce the sounds. Next, he/she learns to read the written forms

2. **The Principles of Audio-Lingual Method**

The Principles of the Audio-Lingual Method are concluded from the aims of learning a foreign language"[27]. It means that the principles of the Audio- Lingual Method do not go far away from the aims of learning a foreign language their selves. The idea behind such a technique is that it helps the learner to create good habits. there are two aims in this method, they are linguistic aims of the Audio-Lingual Method and the cultural aims. The linguistic aims of the Audio-Lingual method are:

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[26] Larsen, Diane. And Freeman*, Techniques and Principles in Language Teaching*, (United Kingdom: Oxford University Press, 2000). The Second Edition. P. 35

[27] Flowerdew, John. And Miller, Lindsay, *Second Language Listening: theory and Practice*, (United States of America: Cambridge University Press, 2005). P. 8

a) Language learners are able to comprehend the foreign language when it is spoken at normal speed and concerned with ordinary matters.

b) Language learners are able to speak in acceptable pronunciation and grammathcal correctness.

c) Language learners have no difficulties in comprehending printed materials.

d) Language can be broken down into three major Component parts: the sound system, the structure, and the vocabulary.[28]

3. **The Procedure of Audio-Lingual Method**

Since Audio ligualism is primarily an oral approach to language teaching, it is not surprising that the process of teaching involves extensive oral instruction. The focus of instruction is on immediate and accurate speech. As far as possible, the target language is used as the medium of instruction, and translation or use the native language is discouraged. Classes of ten or fewer are considered optimal, although larger classes are often the norm. Brooks lists the following procedures that the teacher should adopt in using the Audio lingual method:

a) The modeling of all learnings by teacher.

b) The subordination of the mother tongue to the second language by rendering English inactive while the new language is being learned.

c) The carly and continued training of the ear an d tongue without recourse tographic Symbols.

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[28] Ag Bambang Setiyadi, *Teaching English,* P. 56

d) The learning ot structure through the practice of patters ot sound, Order,and Torm, rather than by explanation.

e) The gradual substitution of graphic symbols for sounds after sounds are thoroughly known.

f) The summarizing of the main principles of structure for the student s usewhen the structures are already familiar, especially when they dilter tromthose of the mother tongue.[29]

Besides the procedure of presenting listening and speaking, the Audio-Lingual Method suggests a procedure of listening, the following are steps in listening:

a. Motivation. An error is made to arouse learners interest in the topic or presentation.

b. Introduction. The situation or content is briefly described.

c. Anticipation of difficulties. I there are any new words or structures, these will be singled out or made cilear.

d. First listening. The record is played.

e. Check on dificulties. Some words and structures may still be in comprehensible to few learners. These are taken up at this point and clarified.

f. Second listening. Again the tape is played without interruption.

g. Questions. Significant expressions, keywords and phrases or structures to be learned are used in questions.[30]

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[29] Richards, Jack C, *Approaches and Methods*, P. 64

[30] Ag. Bambang Setiyadi, *Teaching English,* P. 62

In a typical audio-lingual lesson, the following procedures would be observed.

1)   Students tirst hear a model dialogue (either read by the teacher or on tape) containing the key Structures that are the lesson. the dialogue, indvidually and in to pronunciation.

2)   The students may refer to their textbook, and follow-up reading, writing or vocabulary activities based on the dialogue may be inroduced. At the beginning level, wriung is purely imitative and consists or little more than copying out sentences that have been practiced.

3)   Follow-up activities may take place in the language laboratory, when further dialogue and drill work is carried out.[31]

4. Advantages of using the audio lingual method

a) Listening and speaking skills are emphasized and, especially the former, rigorousły developed.

b) The use of visual aids is effective in vocabulary teaching.

c) The method is just as functional and easy to execute for larger groups.

d) Correct pronunciation and structure are emphasized and acquired.

e) It is a teacher-dominated method.

f) It is a mechanical method since it demands pattern practice, drilling,and memorization.

g) The learner is in a directed role, the learner has little control over the material studied or the method of study.

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[31] Richards, Jack C, *Approaches and Methods*, P. 65

h) It is grounded on a solid theory of learning.[32]

5. **Disadvantages of using the audio lingual method**

   a) The behaviorist approach to learning is now discredited. Many scholars have proved its weakness.

   b) lt does not pay sufticient attention to communicative competence.

   c) Only language form is considered while meaning is neglected.

   d) Equal importance is not given to all four skills.

   e) New technology caught publishers and text-book researcher prepared-very few commercial materials were available in the carly stages. Those that did exist stressed oral and aural skills and did not develop reading and writing skills.

   f) Series of classroom studies threw doubt on claims made for languagelaboratory, showed that this costly equipment did not improve.

   g) performance of 11+ beginners, when compared with some materialsused on single tape-recorder in classroom.[33]

C. **Theoretical Framework, Paradigm, and Hypothesis**

1. **Theoretical Framework**

   A research must have a theoretical framework as a concept for basic inresearch, Theoretical Framework in this research is systematic thought to write some problems that gives the tentative preposition toward

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[32] Larsen, Diane. And Freeman, *Techniques and Principles in Language Teaching,* (November 15th, 2016)

[33] Becon, *TESOL/TESL/TEFL/EFL/ESOL/ESL Resources Forum Index ELT2*, (April 29th, 2009)

the problem. Edi Kusnadi states that "Theoretical Framework is a tentative statement about the indication which becomes the object of problem in the research.[34]

"Creswell has described the theoretical framework of a study as dependenton the research 's worldview and culminating in a selection of a qualitative orquantitative paradigm.[35]

Therefore, there are two variables in this research. These all areIndependent Variable (X) and Dependent Variable (Y). Independent Variable as influencing variable which is an audio lingual method, and Dependent Variable as an effect variable which is students' listening comprehension.

2. Paradigm

Based on the theoretical framework above, the researcher can describe the paradigm, as follows:

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[34] Edi Kusnadi, *Methodologi penelitian,* (Metro: STAIN Metro, 2008), P. 57

[35] Tonette,S. Rocco & Tim, Hatcher. *The Handbook of Scholary Writing and Publishing* (San Fransisco: Jossey-Bass, 2011). P. 119

Figure 1

The Paradigm of the Influence of Using Audio-Lingual Method Toward

Listening Comprehension of the Eighth Grade Students of SMP Purnama

Trimurjo
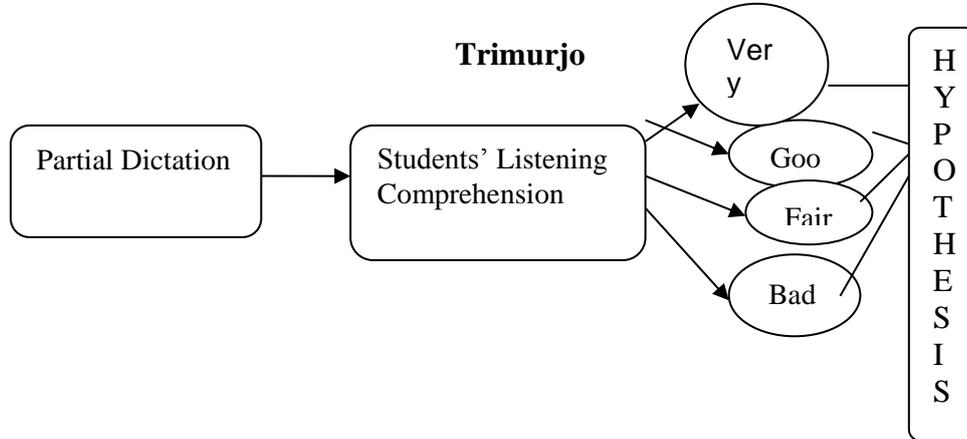
Based on the paradigm besides, if the students' Listening Comprehension is good, it means that there is a positive and significant influence of using audio-lingual method towards students' listening comprehension. while, the students listening comprehension is low, it means that there is no positIve and significant Influence of using audio-lingual method towards students listening comprehension.

D. Hypothesis

Yongesh states that a hypothesis is a tentative statement between two or more variables.[36] it can be understood that hypothesis as a statement about the condition of the parameter of the research with sample.

Donald Ary, state that a hypothesis should be presented in the formof a concise declarative statement. A complete and concisely stated hypothesis

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[36] Yogesh Kurmangsingh, *Fundamental of Research Methodology and statistcs*, (New Delhi:New Age International (P) Limited, 2006), P.55

makes clear what the researcher needs to do to test it. It also provides the framework for presenting the findings of the study.[37]

"The researcher uses in experiment in order to compared the group. Based on the statement above, it can be understood that hypothesis may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomena'S.

Based on theoretical framework and paradigm above the researcher formulates the hypothesis as follow:

a. Hypothesis Formulation

The formulation of the hypothesis as follows:

1) Alternative Hypothesis (Ha),

Ha: there is a positive and significant influence of the partial dictation towards students listening comprehension at the eight grade of SMP Purnama Trimurjo.

b. Statistical Hypothesis

If = $F_0 > F_t$ Ha is accepted, and Ho is rejected

If = $F_0 < F_t$ Ha is rejected, and Ho is accepted

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[37] Donald Ary, Lucy cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education*. (USA: Wadsworth, 2010). 8th Edition. P.90.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research is a quantitative research which explaining phenomena by collecting numerical data that will analyze by using mathematically based on Audio Lingual method.[38] In addition, Bambang Setiadi states that research in teaching foreign language has a very important role to improve the outcome of the process of learning the language."[39] It means that the researcher involves himself in the teaching learning process.

The researcher would use the quantitative research in the form of experimental design. According to Daniel, experimental designs are known as the scientific method' due to their popularity in scientific research where they originated.[40]

"This research involves two variables, there are independent and dependent variable. The independent variable is audio lingual (X) and dependent variable is the students listening comprehension (Y). The rescarch would conduct the research in the eight grade of SMP Purnama Trimurjo.

According to Kumarsingh, research design is mapping strategies". Thisrescarch would be an experiment research which would be conducted a quantitative, it would be held in SMP of Purnama Trimurjo. The researcher would investigate the Eight grade in the academic year of 2019/2020.

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[38] Mujis, Danie. *Doing Quantitative Research in Education*.(London: Sage Publication,.2004). P.I

[39] Setiadi, Bambang. *Metode Penelitian Untuk Pengajaran Bahasa Asing*.(Yogyakarta:Graha Ilmu.2006). P.I

[40] Mujis, Daniel. *Doing Quantitative*. P.I

B. Population, Sample, and Sampling Technique

1. Population

Population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed.[41] It means that the population is all subject that would be observed in this research.

Daniel Muijs defines the population is the group that want to generalize your discover. Besides that, John W. Creswell stated that a population is a group of individuals who have the same typical.

The entire group of people or set of objects, including those not in the study.[42]

The population of this research is the students of SMP Purnama Trimurjo. The researcher would investigate the eight grade in the academic year 2019/2020, it is about 30 students, which consist from 2 classes.

Below was the data of the population:

No	Class	Male	Famale	Amount
1	8 A	12	18	30
2	8 B	14	16	30
TOTAL		26	24	60

Source: documentation of SMP Purnama Trimurjo

2. Sample

Arikunto states that sample is part of population being researched. Burke also says that sample that it is a set of elements taken from a larger

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[41] Mujis, Daniel. *Doing Quantitative.* P.I

[42] Anderson, Garry. *Fundamental of Education Research.* (London: Falmer Press, 2005). P.262

population according to certain rules. So, it can be concluded that sample is a small portion of a population assigned according to certain rules.

Sample is a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected.

Furthernmore, they state that a sample is always smaller than a population,and it is often much smaller.

Based on the theories above, the researcher decides to take class VIII B, which the amount of students in this class is 15 students, only because they are objects of this research and they want to face listening national final examination.

3. Sampling Technique

Prof. Dr. Samy Tayie explains that a sample is a subset of the population that is taken to be representative of the entire population. Similarly, John W. Creswell describes a sample is a subgroup of the target population which the researcher plans to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the entire population.[43]

The sampling technique would be used in this research is take sampling. Donald Ary explained, "purposIve sampling-also referred to as judgment sampling-sample elements judged to be typical, or representative, are chosen from the population." The researcher takes one class of the eight grade to be became respondent. The chosen classis VIII B, consists of 15 students.

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[43] Cresswel,John W. *Education Research,*. P.142

In this research, the researcher would take one class, which is Class VIII A consist of 15 students. It can be presented below:

All of this research activity and treatment is to know whether audio lingual has any positive and significant influence on the students' listening comprehension.

C. Operational Definition of Variable

John W. Creswell stated that a variable is a feature or attribute of things that (a) researchers can measure or observe and (b) varies among things studied. There are two variables in this research, consist of using audio lingual and students listening comprehension. The operational definition of variables in this research as follows:

1. Independent Variables

According to Evelyn Hatch, "The independent variable is the major variable which you hope to investigate. It 1s the variable which is selected, manipulated, and measured by the researcher.[44]

An independent variable is an attribute or characteristic that infuences or affects an outcome or dependent variable. The arrows show how the independent variable influences the dependent variable through the intervening variable. " In this research, independent variable is partial dictation.

The research uses the quantitative research, which pre-test and post-test design. In this design, the pre-test and post-test intended to

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[44] Evelyn Hatch and Hossein Farhady, *Research Design and Statistic For Applied Linguistics*,(U.S.A.: Newbury House Publishers. Inc, 1982), P.15

investigate whether using Audio-lingual method can be used to influence students listening comprehension significant.

This variable would be measured by giving pre-test and post-test. Pretest and posttest instruments consist of 10 questions in form of essay. Question with the range score 0 - 100.

When the students can answer the entire question correctly they would get 100 score, and when the students cannot answer the entire question correctly they would get 0 score. The alternatives provides include essay.The time to the test is 30 minutes.

Some indicators that indicate the students are able to achieve the goals in listening comprehension by using partial dictation, as follows:

a) Language learners are able to comprehend the foreign language when it 1s spoken at normal speed and concerned with ordinarymatters.

b) Language learners are able to speak in acceptable pronunciation and grammatical correctness,

c) Language learners have no difficulties in comprehending printed materials.

d) Language learners are able to Write with acceptable standards of Correctness on topics within their experience.[45]

By this measurement, the researcher would know the user performance in applying audio lingual to learn listening comprehension activity at the eight grade of smp purnama trimurjo.

[45] Setiadi, Bambang. *Metode Penelitian Untuk Pengajaran Bahasa Asing*.(Yogyakarta:Graha Ilmu.2006). P.I

2. Dependent Variables

A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. You may find them labeled in the literature as the outcome, effect, criterion, or consequence variables. Dependent Variable in this research 1s the students listening comprehension that the students comprehension is to listen and understand words, sentences, or phrase. It would be conducted by the scores achieve from the test. The test would be used to measure the students listening comprehension after and betore giving the reatment of audio lingual in learning process.

Moreover, based on the explanation above that is indicator a good category in listening comprehension are:

a) Find the main idea of the given information

b) Find the explicit meaning

c) Find the implicit meaning

d) Guess the meaning of words from context.

This variable would be measured by giving pre-test and post-test. Pre-test and post-test instruments consist of 10 questions in form of essay. Question with the range score 0- 100.

When the students can answer the entire question correctly they would get 100 score, and when the students cannot answer the entire question correctly they would get 0 score. The alternatives provides include essay. The time to the test is 30 mimutes.

D. Data Collection Method

The researcher would use some methods to obtain the accurate data in the eight grade of SMP Purnama Trimurjo. In collecting the data,the researcher would use the method such as:

1. Test

Test is a way that is used to measure a person ability or knowledge in a given domain."[46] In this research, the researcher would use the test to know the students English ability especially listening comprehension. Class VIII B would be given pretest and posttest test.

a. Pre-test

To know whether audio lingual influence in students listening comprehension. In this case, pre-test would be given by the researcher before the treatment. From the result, the researcher would know the result of listening before giving the treatment. The test would be oral and written test by giving them recording of audio lingual tape with special direction of each part and answer sheets as the place for students to answer. The examine is the students of class VIII B of SMP Purnama Trimurjo as the sample of this research. The test would consist of 10 questions, in the form of essay. Question with the range score 0- 100. When the students can answer the entire question correctly they would get 100 question Score, and when the students cannot answer the correctly they would get 0 score. The alternatives provides essay. The time to the test is 30 minutes.

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[46] Evelyn Hatch and Hossein Farhady, *Research Design and Statistic For Applied Linguistics*,(U.S.A.: Newbury House Publishers. Inc, 1982), P.384

b. Post-test

After the researcher knows the result of studeents in listening compreension. And the researcher would treat the Studcnts cacning process in listening by using audio lingual, ne Tes carcher would give the students final test, and it is the post-tes. post-test Is used to know how significant audio lingual influences the students' listening comprehension. The test would be Oral and written test by giving them audio lingual tape With special direction of each part and answer sheets as the place students to answer. The examine is the students of class VIII B of SMP Purnama Trimurjo. The test would consist of 10 questions, in the torm of essay. Question wth the range Score 0 -100. When the students can answer the entire question correctly they would get 100 score, and when the students cannot answer the entire question correctly they would get 0 score.

1. Documentation

In this research the instruments use for documentation method are books. the researcher would use the documemtation method to collect the data about the students listening comprehension result of the eight of SMP Purnama Trimurjo. The researcher would get the data:

a. Documentation about the condition teachers, official employees and students of SMP Purnama Trimurjo in the Academic Period 2019/2020.

Then, the researcher would select this data to elect an appropriat database on Focus and objective of the study. Furthermore, the

documentation would elect in order to get the physical condition at SMP Purnama Trimurjo and the students' listening comprehension result.

2. **Observation**

Observation is "A systematic method of data collection that relies ona researcher's ability to gather data through his or her senses".[47]Observation also defines as "technique collecting data it done with doing observation with detail note and systematic. In this research the researcher used the non participant observation because the researcher Only observes it and notes it. The researcher observes the localio of the research, the condition of the students directly to get the data. The research uses the observation sheet to note intormintion in that observation.

The object observation based on the observation guidance, as follow:

a) Observation the location sketch of SMP Purnama Trimurjo.

b) Observation of Jearning facility of SMP Purnama Trimurjo

c) Observation about infrastructure of SMP Purnama Trimurjo.

E. **Research Instrument**

David Colton defines an instrument is a mechanism for measuring, which is used to gather and Audio for assessment, decision making, and

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[47] O'leary, *Zina the Essential Guide,* P.170

ultimately understanding." it means that, the instrument is the tool for assessment based on the theory which is used to measure the phenomena.

The research instrument in this research is held by the test, which would explain as follows:

1. **Instrument Blueprint**

Instrument in this research is designed and adjusted with the indicators that would be decided. Moreover, the researcher wuld use pre-test and post-test instrument for this research. 'The pre-test and pos test instrument would be used in this research are in the form of esaay.

The researcher uses Pre-test before treatment as a control and Fosest instrument after treatment as an experimental. The research about Students listening comprehension, so the research instrument which is used in presenting the research is in the form of listening comprenension test. Here is the blue print:

a) The instrument would be used in observation method is observation guidance, as follow; 1) Observation the location sketch of SMP Purnama Trimurjo; 2) Observation the condition of learning facility of SMP Purnama Trimurjo ; 3) Observation abouta.infrastructure of SMP Purnama Trimurjo.

b) The instrumet which would be used m documentation method is documentation guidance, as follow, 1) Documentation aboutcondition of the teachers and officials in the SMP Purnama Trimurjo; 2) Documentation about the students of SMP Purnama Trimurjo, 3)

Documentation about the organization structure of SMP Purnama Trimurjo.

c) The instrument which would be used in test in this research, it Is included the pre -test and post- test about English learning result. The researcher would write the objective test that is essay tests. It consists of 10 items.

2. Instrument Calibration

Instrument calibration is the scale of measurement that would use to decide the instrument standard. The researcher used the objective test essay it consists of a 10 items. Question with the range score 0- 100. When the students can answer the entire question correctly they would get 100 score, and when the students cannot answer the entire questiom correctly they would get 0 score. Then the highest score is 100 and the lowest one is 0.

In scoring system students result of the test, the researcher uses Arikunto's formula as follows:

$$Score = \frac{the\ correct\ answer}{Total\ of\ question} \times 100\%$$

a. Validity

Validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose.[48] Constructing validity is a slightly more complex issue relating to the

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[48] Cresswel,John W. *Education Research,*. P.159

internal structure of an instrument and the concept it is measuring. It means that the logical validity would be used for the instruments evaluation that shows the instrument condition that would fulfill the valid requisite based on the logical result.

b. **Reliability**

Reliability means that scores from an instrument are Stable and consistent. Scores should be nearly the same when researchers administer the instrument essay times at different times. In addition, scores need to bec consistent. When an individual answers certain questions one way, the individual should consistentiy answer closely related questions in the same way.

Therelore, the reliability would show that it is able to measure the instruments consistently and stable indication for the specified period.

F. **Data analysis Technique**

To investigate whether there is any positive and significant influence of audio lingual toward the students' listening comprehension at the eight grade of SMP Purnama Trimurjo, The researcher would use Chi-Square technique.

Che-square has many parametric models, possessing different Characteristies, shapes, and properties, have been proposed in the literature[49] These models are commonly used to develoed parameuic inferential. The inference developed and conclusions drawn based on these however, would critically depend on the specitic parametrnc model assumed for the analysis

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[49] Vassilly Vainov, Chi – Squared *Goodness Of Fit Test With Aplication,* (USA: Ap Press,2013)

of the observed data. For this reason, several model validation techniques and goodness of fit tests have Deen developed over the years. The oldest and perhaps the most commoniy Used one among these is the chi-squared goodness of it test proposed by Karl Pearson over a century ago.

Since then, many modifications, extensions, and generalizations of this methodołogy have been discussed in the statistical literature. Test given by the formula of chi-square.

The formulation of Chi – Square:

$X^2 = \left[\dfrac{(Fo\text{-}Fe)^2}{Fe} \right]$

Note: X^2= Value of chi square

$f0$ = Observed frequency
fe = Expected frequency[25]
To investigate whether there is a significant effectiveness of quantum learning method on the students' vocabulary muslims' daily activities at the eight grade of MTs Al Hikmah Balekencono Batanghari. The research analyzed the data by using T-Test independent sample:

$$t = \dfrac{\Sigma D}{\sqrt{\dfrac{(N.\Sigma D2) - (\Sigma D)2}{N-1}}}$$

Note:
T :Score of t-Test
D2:Square of D
D :The total of pre-test and post-test
ΣD:The average from difference between pre-test and post-tes
N:The total of students

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

In this chapter the researcher would like to present the result of the research it involves the result of the research and interpretation which had been carried out by the researcher at SMP Purnana Trimurjo particularly at the eight grade students of SMP Purnama Trimurjo.

1. Description of Research Location

a. History of SMP Purnama Trimurjo

SMP Purnama Trimurjo was founded on November 14, 1986 by Purnama Education Foundation (YPP) Trimurjo District Central Lampung. Purnama Education Foundation is a foundation which is engaged specifically in education. Institution establishedby YPP is Purnama Kindergarten, Middle School First, High School.

The establishment of Trimurjo Purnama High School is the result board of directors of full education foundation consultations. YPP Management at that time were:

- Mentor   : Suyadi
- Chairman I   : R. Atmo Suwignyo
- Chairman II   : N. Budi Utoyo
- Treasurer   : Karan
- Member   : Suwondo and Misadi

As for the consideration being the establishment of SMP Purnama Trimurjo Central Lampung are:

1. SMP Purnama Trimurjo at that time only existed in city areas, whereas Notoharjo village and its surroundings are quite far from urban areas.

2. There are still many junior high school graduates who have not been able to continue tohigher schools in the city, while residents of the society has realized the importance of education for the futurenation.

In addition, SMP Purnama Trimurjo have guided by follows:

1. Drs. Heri Suncoyo   (in the period of 1986-1997)

2. Bapak Djumingan   (in the period of 1998-2004)

3. Drs. Suparman   (in the period of 2005-2011)

4. Drs. Widodo   (in the period of 2012- Now)

b. Vision and Mission of SMP Purnama Trimurjo

1. Vision of School

Achievers in competing based on Faith andpiety. there are Indicator of vision such as:

a. Achievement in increasing the value of UN

b. Achievement in order to continue more educational levelshigh.

c. Achievement in extracurricular activities.

d. Achievement in religious activities and social activities.

2. **Mission of School**

   a. Increasing community participation so that it is able support the school program.

   b. Complementing the supporting facilities for learning activities insufficient.

   c. Promoting the spirit of achievement through out the community school.

   d. Increasing the professionalism of teachers so they are able support the school program.

c. **School Identity**

   School Name   : SMP PURNAMA TRIMURJO

   No. Statistical school : 201121902006

   School type   : A/A1/A2/B/B1/B2/C/C1/C2

   Address of School   : Jl. Metro wates

                          : (Kecamatan) Trimurjo

                          : (Regency/city) Central Lampung

                          : (Province) Lampung

   Phone/MOBILE/Fax   : (0725) 44805

   School Status   : Private

   School accreditation Value : B

   Land Size   : 13,030 m2

d. School Conditions

1. **State of Facilities and Infrastructure**

    The condition of facilities and infrastructures in Purnama Junior high school is quite good that can be seen from the conditions that are adequate for the course of the learning process, here is the data facilities and infrastructures found in SMP Purnama Trimurjo Junior High School :

Table 2
List of Building in SMP Purnama Trimurjo

No	Room Type	Amount
1	Teachers Room	1 local
2	Study Rooms	6 local
3	Spaces IPA laboratory	1 local
4	rooms Laboratory computer	1 local
5	Rooms Library	1 local
6	Space UKS	1 local
7	Room BK	1 local
8	Halls of Worship (Musholla)	1 local
9	Parking Spaces	2 locasion
10	Sports Courts	1 locasion
11	Local Teachers	2 local
12	Toilets Students	2 local
	Total amount of	**20 local**

2. **State of Teacher and Employees**

    Educators and educational professionals are the indispensable professional people who want to visit the process of learning and

management of technical services to support the education process in the education unit. The data of educators and educations at Purnama Trimurjo Junior High School are mentioned in the following data:

Table 3
The Data of the Teachers and Official Employees in SMP Purnama Trimurjo No
Name of Teachers The Entrance Occupation

No	Name of Teachers	The Entrance	Occupation
1	Suraji, S.Pd	1998	Headmaster
2	Wahidin, S.Pd.I	1994	Indonesia Language
3	Choerudin, S.Pd.I	2001	Sport Teacher
4	Ahmad Saikhu, S.Pd	2006	Mathematics
5	Muh, Nur Amin, S.Pd.I	2005	Computer Teacher
6	Ahmad Junaidi, S.Ag	1996	Science Teacher
7	Fuadin, S.Pd.I	2000	Social science
8	Rostalina, S.Pd.I	2004	English
9	Halimatus Sadiah, S.Pd.I	2007	Lampung Language

2. **Description of Research Data**

a. The Result of Pre-test Score

To measure the students' listen the writer used the pre-test before giving the treatment. The writer conducted pre-test in first meeting of this research in order to find out the initial different between the class who similiar

level. The form of pre-test that wasused in this research was fill in the blank.

The result of pre-test can be identified in Table.

Table 4

The Result of Pre-Test (Experimental Class)

in Listening Comprehension at SMP Purnama Trimurjo

NO	Name of Students'	Score	Explanation
1	AH	30	Bad
2	AS	30	Bad
3	AN	40	Fair
4	AO	40	Fair
5	AP	30	Bad
6	AA	20	Bad
7	BD	30	Bad
8	BA	30	Bad
9	DW	50	Fair
10	DF	60	Good
11	DS	40	Fair
12	DH	20	Bad
13	DW	30	Bad
14	DR	80	Very Good
15	DK	60	Good
16	HO	60	Good
17	IH	20	Bad
18	IT	30	Bad
19	LN	70	Very Good
20	MA	30	Bad
21	MF	50	Fair
22	ND	50	Fair
23	NP	80	Very Good
24	PB	80	Very Good
25	PA	40	Fair
26	QA	40	Fair
27	RA	30	Bad
28	RS	50	Fair
29	SP	20	Bad
30	TO	30	Bad
Total		**1110**	
Average		**33,3**	
The Highest Score		**80**	
The Lowest Score		**20**	

The test was followed by 30 students. The highest score 80 and the lowest score was 20 with the total score 1110.

Then total of class interval of this result pre-test was 20. It can be seen on the table of frequency distribution bellow :
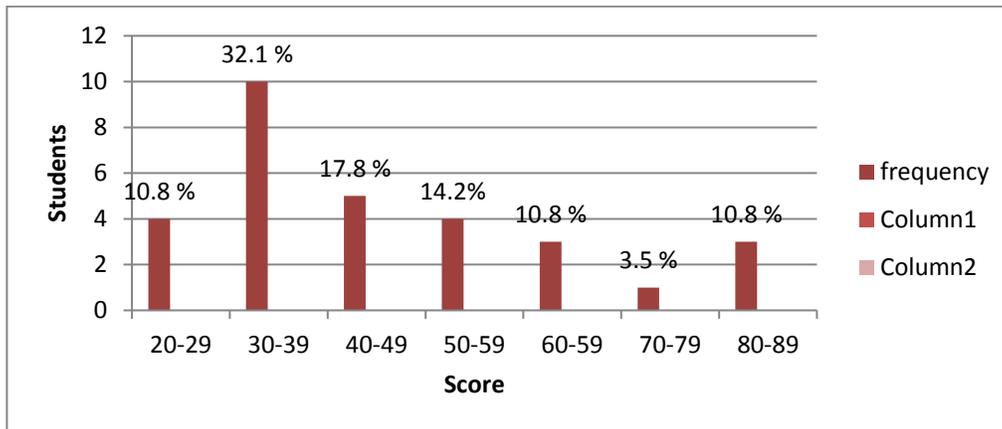
Graph 1.Frequency Distribution of Pre-Test Score

Furthermore, based on the table of frequency distribution above, it could be inferred that from 30 students as the sample of the research, just 3 students who got the higher score, which is 80. The data revealed that 4 students got the score between 20-29 or as many as 10.8%. Next, there were 10 students got the score between 30-39 or as many as 32.10%. Therewere 5 students who got the score between 40-49 or in the other words, as many as 17.80%. Meanwhile, there were who 4 students got the score between 50-59 or as many as 14.2%. Next, there were 3 students who got the score between 60-69 or as many as 10.8%. Besides, there were 1 students who got the score between 70-79 or as many as 3.5%. The last, there were 3 students who got the score between 80-89 or as many as 10.8%.

**b. The Result of Post-test (Experimental Class) Score**

After analyzing the weaknes and understanding of students listening, the writer conducted the treatment to help the students find the specific information or part of the text.After the students' has been given the treatment the writer gave the post-test to measure their knowing of listening with different question. The post-test was carried out in order to intend the students' listening comprehension after treatment.Then, the result of post-test can be seen in Table 3.

Table 5

Post-test (Experimental Class) at the Eight

Graders of SMP Purnama Trimurjo

NO	Name of Students'	Score	Explanation
1	AH	70	Very Good
2	AS	80	Very Good
3	AN	50	Fair
4	AO	60	Good
5	AP	80	Very Good
6	AA	80	Very Good
7	BD	70	Very Good
8	BA	80	Very Good
9	DW	50	Fair
10	DF	60	Good
11	DS	80	Very Good
12	DH	90	Very Good
13	DW	70	Very Good
14	DR	80	Very Good
15	DK	70	Very Good
16	HO	90	Very Good
17	IH	80	Very Good
18	IT	70	Very Good
19	LN	80	Very Good
20	MA	60	Good

21	MF	70	Very Good
22	ND	80	Very Good
23	NP	80	Very Good
24	PB	80	Very Good
25	PA	60	Good
26	QA	40	Fair
27	RA	80	Very Good
28	RS	70	Very Good
29	SP	60	Good
30	TO	80	Very Good
Total		**2150**	
Average		**64,5**	
The Highest Score		**90**	
The Lowest Score		**40**	

The test was followed by 30 students. The highest score was 90 and the lowest score was 40 with total score 2150. The total of class interval of this result post-test writer was 8. It can be seen on the tabel of frequency distribution below:
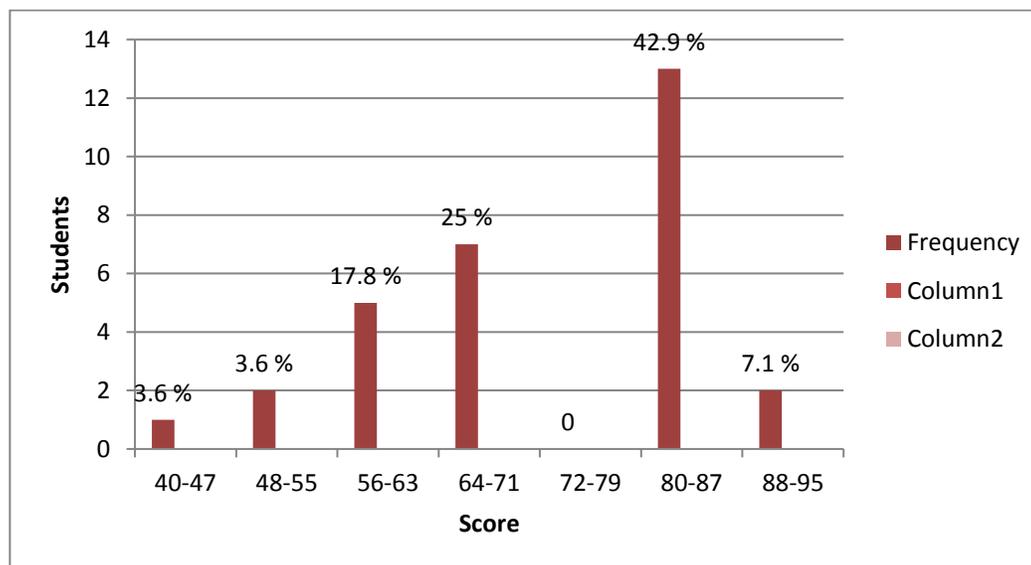
Graph 2.Frequency Distribution of Post-Test

Furthermore, based on the table of frequency distribution above, it could be inferred that from 30 students as the sample of the research, just 2 students who got the higher score, which is 90. The data revealed that 1 students got the score between 40-47 or as many as 3.6%. Next, there were 2 students got the score between 48-55 or as many as 3.6%. There were 5 students who got the score between 56-63 or in the other words, as many as 17.8%. Meanwhile, there were who 7 students got the score between 64-71 or as many as 25%. Next, there was no students who got the score between 72-79. Besides, there were 13 students who got the score between 80-87 or as many as 42.9%. The last, there were 2 students who got the score between 88-95 or as many as 7.1%.

Table 6
Pre-test (Control Class) in Listening Comprehension at the Eight
Graders of SMP Purnama Trimurjo

No	Name Students'	Pre-test	Explanation
1	AR	20	Bad
2	AH	32	Bad
3	AF	20	Bad
4	AN	36	Fair
5	AY	20	Bad
6	BH	24	Bad
7	DI	32	Bad
8	DC	28	Bad
9	EP	20	Bad
10	EZ	56	Good
11	FR	24	Bad

12	FA	20	Bad
13	FS	48	Fair
14	HF	28	Bad
15	IA	32	Bad
16	IP	36	Fair
17	LK	20	Bad
18	LE	24	Bad
19	MS	60	Good
20	MA	32	Bad
21	MI	20	Bad
22	MH	44	Fair
23	NS	40	Fair
24	RF	60	Good
25	RB	36	Fair
26	RE	28	Bad
27	RS	32	Bad
28	SJ	28	Bad
29	SP	28	Bad
30	TO	32	Bad
Total		958	
The Highest Score		60	
The Lowest Score		20	
Average		28,74	

The test was followed by 30 students. The highest score 60 and the lowest score was 20 with the total score 958. Based on the data, the writer measured the

class intervalwas 8. After knowing the class interval, the data was put on the table of frequency distribution as follows:
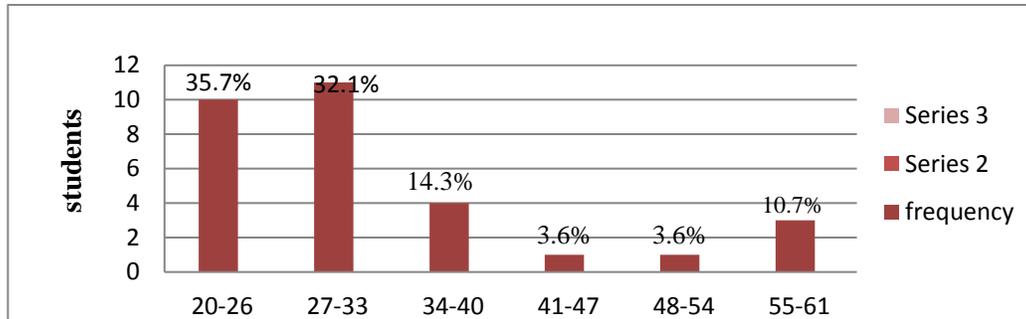
Graph 3.Frequency Distribution of Pre-test Score

Furthermore, based on the table of frequency distribution above, it could be inferred that from 30 students as the sample of the research, just 3 students who got the higher score, which is 60. The data revealed that 10 students got the score between 20-26 or as many as 35.7%. Next, there were 11 students got the score between 27-33 or as many as 32.1%. In other words, there were 4 students who got the score between 41-47 or as many as 3.6%. Meanwhile, there were 1 students who got the score between 48-54 or as many as 3.6%. The last, there were 3 students who got the score between 60-61 or as many as 10.7%. It can be concluded that only 14% (4 students) got a good score, than 86% (26 students) got a bad score. While the standard minimum for English lesson in SMP Purnama Trimurjo at least 70. It was the lowest score from standard score. That is the reason, why the writer chosed Audio Lingual Method Toward the Students Listening Comprehension in SMP Purnama Trimurjo Central Lampung.

c. **The Result of Post-test Score**

After analyzing the using and understanding of students listening , the researcher conducted the treatment to help the students in understanding of listening. The researcher asks to the students about dificulties in listening comprehension by using audio lingual method until the students understand it.

Next, after the students has been given the treatment and they have understood, then the researcher gave the post-test to measured their knowing of listening comprehension with equal test and topic. The post-test was carried out in order to intend the students' listening comprehension after treatment.

Table 7
Post-test (Control Class) in Listening Comprehension at the Eight
Graders of SMP Purnama Trimurjo

No	Name Students'	Post-test	Explanation
1	AR	40	Fair
2	AH	60	Good
3	AF	44	Fair
4	AN	56	Good
5	AY	36	Fair
6	BH	40	Fair
7	DI	60	Good
8	DC	32	Bad
9	EP	32	Bad
10	EZ	72	Very Good
11	FR	44	Fair

12	FA	48	Fair
13	FS	64	Good
14	HF	48	Fair
15	IA	40	Fair
16	IP	60	Good
17	LK	32	Bad
18	LE	48	Fair
19	MS	72	Very Good
20	MA	48	Fair
21	MI	36	Fair
22	MH	68	Very Good
23	NS	68	Very Good
24	RF	72	Very Good
25	RB	60	Good
26	RE	56	Good
27	RS	64	Good
28	SJ	32	Bad
29	SP	32	Bad
30	TO	40	Fair
Total		1504	
The Highest Score		72	
The Lowest Score		32	
Average		45,12	

The test was followed by 30 students. The highest score was 72 and the lowest score was 32 with total score 1504. Based on the table above, the writer

measured by class interval was 8. After knowing the class interval, the data was put on the graph was:
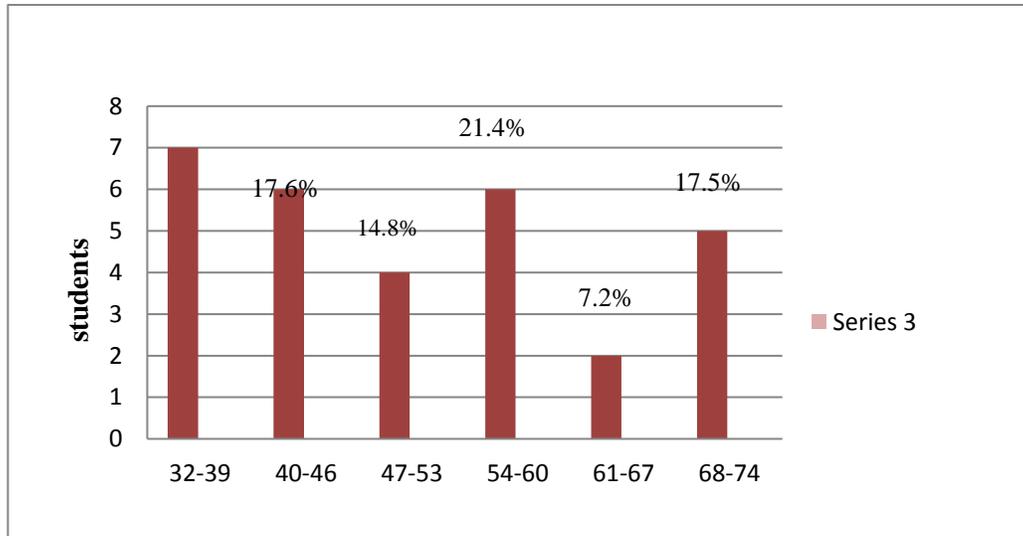
Graph 4.Frequency Distribution of Post-test Score

Furthermore, based on thee table of frequency distribution above, it could be inferred that from 30 students as the sample of the research, just 3 students who got the higher score, which is 72. The data revealed that 7 students got the score between 32-39 or as many as 21.4%.Next, there were 6 students got the score between 40-46 or as many as 17.6%. There were 4 students who got the score between 47-53 as many as 14.8%. In the other words, there were 6 students who got the score between 54-60 or as many as 21.4%. Meanwhile, there were who 2 students got the score between 61-67 or as many as 7.2%. The last, there were 5 students who got the score between 68-74 or as many as 17.6%.

From the explanation above, can be concluded that the result of the students post test was better than the student pre test. The student result in post test 68% (23 students) got a good score and 39% (7 students) got a bad score. While the result of

the studentsin pre test only 14% (4 students) got a good score, and 86% (26 students) got a bad score.

A. The Effect of Using Audio Lingual Method on The Students' Listening Comprehension at Smp Purnama Trimurjo Central Lampung.

After applying audio lingual method , the writer analyzed the data by using SPSS in order to prove whether there was a positive and significant effect of audio lingual method on The Students' listening comprehension at SMP Purnama Trimurjo central Lampung, as follow (Ha) is accepted, if there was a positive and significant effect of using audio lingual method on the students' listening comprehension. And (Ho) was rejected, if there was no positive and significant effect of using audio lingual method on the students' listening comprehension.

1. Prerequisite Test

a. Normality Test

Normality test is a test which doing to determine the data that normaldistribution. Statistic test that used to this test is kolmogrov and smirnov formula which is helped by SPSS aplication.

Ho : data comes from does not a normally population.

Ha : data comes from a normally distributed population.

Tabel 9
The Result of Normality Test by Using SPSS
Tests of Normality

	Code	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
result	pretest experimental class	.199	28	.006	.889	28	.007

posttest experimental class	.250	28	.000 *	.881	28	.004
pretest control class	. 183	28	. 017	. 859	28	. 001
posttest control class	. 135	28	. 200	. 923	28	. 040

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above can be conclude that the significancy for all data on Kolmogorov-Smirnov or Shapiro-Wilk Test as follows:

1) **Kolmogorov-Smirnov**

   a) Pretest experimental class sig = 0.017< 0.05, so Ha is rejected and Ho is accepted. It means the data that has been collected is not normaly distributed.

   b) Postest experimental class sig = 0.200 < 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is not normally distributed.

   c) Pretest control class sig = 0.006> 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is normaly distributed.

   d) Postest control class sig = 0.000> 0.05, so Ha is rejected and Ho is accepted. It means the data that has been collected is not normally distributed.

2) **Shapiro-Wilk**

   a) aPretest experimental class sig = 0.001<0.05, so Ha is rejected and Ho is accepted. It means the data that has been collected is normaly distributed.

   b) Postest experimental class sig = 0.40> 0.05, so Ha is accepted and Ho is rejected.It means the data that has been collected is not normally distributed.

c) Pretest control class sig = 0.007> 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is normaly distributed.

d) Postest control class sig = 0.004> 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is normally distributed.

b. Homogeneity test

Homogeneity test is a test which doing to determine the data that homogen distribution. Statistic test that used to this test is levene statistic: α 5%,which is helped by SPSS aplication.

Ho : data homogenous

Ha : data does not homogenous

Tabel 10
The Result of HomogeneityTest by Using SPSS
Test of Homogeneity of Variances

Result

Levene Statistic	df1	df2	Sig.
3.605	3	98	.460

Based on the table above it can be concluded that sig. 0.460 > 0.05, sp Ho is accepted. It mean that the data is homogeny.

Table 11
The Result of Mann-Whitney Test
Test Statistics[a]

	Kelas
Mann-Whitney U	875.500
Wilcoxon W	2471.500
Z	-4.045
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: kode

Based on the table above. Can be conclude that sig.(2-tailed) is 0,000 < 0.05, so Ha is accepted and Ho is rejected. It means that there was possitive and significant effect of using audio lingual method on the students' listening comprehension.

B. Discussion

This reserach observes students' at the eight graders of SMP Purnama Trimurjo. The writer uses this class because they difficultto find the specific information or part of text. So, based on the problem the writer applies audio lingual method to help the students' in learning English especially to find the specific information in part of audio.The writer assume that teaching and learning with audio lingual method could help students' in learning procces, especially to find specific information in part of text because this technique have a lot of advantage.

The advantage of this technique is the students can learn from each other and get more practice with the target language by working in audio lingual method. Also, audio lingual method motivate students to find specific information in part of text.This can lead to the development of a community among class members. The writer recommend this technique for the teacher in order audio lingual method can be use as an alternative technique in process teaching learning. Because by using audio lingual method the students can learn more from each other and get easier way to find specific information and understand the material.Before conducting the research, the writer apply pre-test in order to find out the basic performance of the students before treatment. The result showthat the highest score is 80 while the lowest is 10 and the average score is 43.5. Then, after finishing the treatment, the writer apply post-test.

The result of the post-test show that the higher score is 90 while the lowest score is 40 and the average score is72.2.

As a solution in teaching English especially in find specific information in part of text the teacher give some methods to make the students interest and pay attention in order they do not bored to catch the material. After the students interest with the material that given by the researcher the students' will be understand the material more easily.

Based on the discussion above, the writer take a conclusion that the students' speaking skill build up after they were taught with audio lingual method. It proves by the mean score of pre-test that build up from 43,5 before treatment up to 72,2 after treatment.

C. Limitation

This research conducts in the eight graders of SMP Purnama Trimurjo. The subject of the reserach is the eight graders in the academic year of 2019/2020. The choice of subject is speaking skill with the audio lingual method. The result of this research do not discuss all of the problems that learn by the students.Therefore, after conducting the reserach and getting the data test and documentation, the writer find some limitation such as some of the students understood about the material that explains by the teacher and some others have not understood.Then, the teacher seldom used English in learning process so they look difficult when the teacher explaining the material.

Finally, the result of this research explains that theory of audio lingual method toward students' listening comprehension at the eight graders listening comprehension in SMP Purnama Trimurjo central Lampung.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher concludes that audio lingual method helps students in listening. The students got low score in pre-test, after the treatment given, the students can listen easily by using audio lingual method. It is proved by result of pre test and post test of the students.

The students' post test scoresare higher than their pre test scores. It can be seen by the result of Mann-Whitney Test. Sig.(2-tailed) of post test is 0.000<0.05. It means that there is a positive and significant influence of using audio lingual method towards the students' listening comprehension of the eight graders in Smp Purnama Trimurjo central Lampung

B. Suggestion

Based on the result of the reserach, the writer proposes some suggestions as follow:

First, it is suggested for the Teacher to have various technique like audio lingual method as the teaching learning process in order to increas the students' listening. Second, it is suggested for the Students' to be active in learning process in order they can understand the material in English class. The last, it is suggested for the Headmaster to give more facilities to the students in order to the students can be more excite in English learning.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARN
(RPP)

Satuan Pendidikan	: SMP Purnama Trimurjo
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / Genap
Materi Pokok	: Report Text
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

KI-1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI-2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI-3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari audio report teks dengan menggambarkan tentang deskripsi hewan sangat pendek dan sederhana, sesuai dengan konteks penggunannya.	1.1 Menyebutkan fungsi sosial dan struktur audio report teks.
2.2 Menangkap makna dalam audio report teks sangat pendek dan sederhana.	2.2 Mengidentifikasi informasi rinci dalam audio berbentuk audio report teks.
3.5 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	3.5 Menjelaskan tentang hewan, dengan percaya diri menggunakan bahasa inggris yang diterima.

C. Tujuan Pembelajaran

Disajikan audio yang berisi tentang teks report tentang hewan peserta didik dapat mendengarkan dan menyimak audio yang dipersiapkan, serta mengidentifikasi informasi rinci yang terdapat di dalam audio untuk melengkapi teks rumpang yang di sediakan.

D. Materi Pembelajaran

Audio yang berbentuk Teks report berfungsi untuk menggambarkan hewan tersebut

menyelesaikan pekerjaan, secara lengkap dan urut.

1. *Struktur*

    -Memperkenalkan hewan yang akan digambarkan

    -gambaran tentang hewan yang di gambarkan dengan mejelaskan teks tersebut.

E. Metode Pembelajaran

Pendekatan Saintifik dengan menggunakan metode individual.

F. Kegiatan Pembelajaran

Pertemuan 1

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	- Guru memberi salam (greeting) - Guru memeriksa kehadiran siswa - Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan	15 menit
Kegiatan inti	**Mengamati** disajikan teks tentang hewan, peserta didik mengamati teks tersebut, dengan fokus pengamatan kepada teks tersebut. **Mempertanyakan** peserta didik diberi pertanyaan yang mengarahkan peserta didik kepada materi pembelajaran, yaitu dari teks yang mereka pahami. **Mengeksplorasi** diputarkan audio yang menggambarkan hewan, dan peserta didik untuk melengkapi teks rumpang berdasarkan informasi yang mereka dengar. diputarkan audio lagi untuk kedua kalinya, peserta didik diminta untuk melengkapi bagian rumpang yang belum terisi.	60 menit

Penutup	-refleksi (kesimpulan kegiatan pembelajaran)	15 menit
	-memberitahu materi untuk pertemuan selanjutnya.	
	-salam	

Pertemuan 2

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	- Guru memberi salam (greeting) - Guru memeriksa kehadiran siswa - Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan	15 menit

Kegiatan inti	**Mengasosiasi**
	   - Siswa memahami teks yang dibagikan.
	   - Dalam pembelajaran terbimbing siswa membahas tentang apa yang di jelaskan pada saat mendengarkan, dan melengkapi teks yang rumpang tersebut.
	 Mengkomunikasikan
	   - peserta didik membaca nyaring teks rumpang yang telah dilengkai dengan jawaban yang benar.
		60 menit

Penutup	-refleksi (kesimpulan kegiatan pembelajaran) -memberitahu materi untuk pertemuan selanjutnya. -salam	15 menit

G. Alat dan Sumber Belajar

  1. Alat dan bahan
    a. Netbook
    b. Audio

c. Speaker

d. White Board

e. Buku Paket

2. Sumber Belajar

a. Audio podcast

b. Buku paket bahasa inggris smp

c. Internet

H. Penilaian Hasil Pembelajaran (Assessment)

1. KRITERIA PENILAIAN:

a. Tingkat ketercapaian fungsi report teks,berbentuk audio

b. Tingkat kelengkapan dan keruntutan struktur report teks, berbentuk audio.

c. Kesesuaian format penulisan.

2. CARA PENILAIAN:

Unjuk kerja

a. Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang report teks, berbentuk audio

b. Ketepatan menggunakan struktur teks report, berbentuk audio.

3. Pengamatan (observations):

Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan teks report, berbentuk audio.

a. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.

b. Kesantunan dan kepedulian dalam melaksanakan komunikasi.

c. Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi.

Trimurjo,

Mengetahui,

Guru Bahasa Inggris   Peneliti,

Setin Ernawan, S.Pd   Mega kusuma dewi

NIP.   NPM. 1501070190

SILABUS
KELAS VIII

Nama Sekolah : SMP Purnama Trimurjo
Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

Program : Memahami makna dalam cerita pe
sederhana dalam bentuk report text u
mengenal bentuk dan ciri-ciri.

Semester : 2

Standar Kompetensi : Mendengarkan

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam p dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan hu dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang sosial dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggu metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber/ Bahan/ Alat
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	Audio berbentuk report text. Contoh: email body teeth Langkah-langkah report text (small bodied animals tooth fanged)	• Tanya jawab tentang berbagai hal terkait dengan topik/tema yang akan dibahas • Membahas kosa kata yang terkait dengan topik/tema yang akan dibahas. • Mendengarkan teks monolog report text dengan tujuk tertentu	• Mengidentifikasi informasi/makna yang terdapat dalam teks berbentuk report text • Mengidentifikasi tujuan dan langkah-langkah report text	Tes tulis	2 jam	• Buku teks relevan • Gambar terkait topik • Rekaman teks • Speaker • Audio
2.1. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	• Ciri-ciri kebahasaan teks report text • Kosa kata terkait topik/tema yang akan di bahas	• Menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks monolog report text • Mendengarkan contoh report text		Tes tulis		
3.6. merespon makna yang terdapat monolog yang terdapat monolog pendek sederhana secara akurat, dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk report text		• Menjawab pertanyaan tentang tujuan teks yang didengar				

Complete the text !!

THE POLAR BEAR

The polar _____ is a bear native to the Arctic Ocean and its surrounding seas. An adult _____ weighs about four hundred to _____ and eighty kilograms, while an adult _____ is about half that _____ .

Although it is closely related to the _____ bear, it has _____ to occupy a narrow ecological niche with many _____ characteristics adapted to for _____ temperatures, for moving across the _____, ice, open water, and for _____ seals which make up most of its diets. Although most of polar bears are _____ on land, it spends most of its time at _____, hence its name meaning maritime bear and can hunt consistently _____ from sea ice. It spends much of the _____ on frozen sea.

PRE-TEST

Complete the text !!,

ANACONDA

The anaconda is largest snake in the _____ . Also known as the _____ Boa. This giant _____ eater lives in swampy areas of tropical South America. It spends a lot of _____ in shallow water, hidden from unsuspecting _____ . Anacondas are related to boa constrictors. They give birth to 20 to 40 baby _____ at one time. Like _____ snakes, anacondas are _____ blooded; they have the same temperature environment.

They continue to _____ all their lives, getting bigger _____ bigger each _____ . The longest anaconda ever found was 11.4 m _____ , there are probably even _____ anacondas that have not been seen. Anacondas are greenish-brown with a double _____ of black _____ spots on the back and smaller white markings on the sides.

Answer Pre-test

1. World
2. Water
3. Meat
4. Time
5. Prey
6. Snakes
7. All
8. Cold

9. Grow
10. And
11. Year
12. Long
13. Bigger
14. Row
15. Oval

Answer Post-test

1. Bear
2. Male
3. Six hundred
4. Female
5. Size
6. Brown
7. Paws
8. Bony

9. Cold
10. Snow
11. Hunting
12. Born
13. Sea
14. Only
15. Year

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507; Faksimili (0725) 47296. Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Mega Kusuma Dewi   Jurusan : TBI
NPM : 1501070190   Semester : IX / 2019

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1				- Revise cover - add theory	
2				Acc munaqosah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I,

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

FORMULIR KONSULTASI BIMBINGAN SEKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Mega Kusuma Dewi	Fakultas/Jurusan	Tarbiyah/TBI
NPM : 1501070190	Semester	IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin 30/12 2019		✓	Revise ch. III	
2	Senin 06/1 2020		✓	Revise all table	
3	Senin 13/1 2020		✓	Acc ch. IV & V	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M. Pd
NIP. 19830511 200912 2 004

FORMULIR KONSULTASI BIMBINGAN SEKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Mega Kusuma Dewi   Fakultas/Jurusan : Tarbiyah/TBI

NPM : 1501070190   Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin, 30/12 2019		✓	Revise ch III	
2	Senin 06/1 2020		✓	Revise all table	
3	Senin 13/1 2020		✓	Acc ch IV & V	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M. Pd
NIP 19830511 200912 2 004

FORMULIR KONSULTASI BIMBINGAN APPENDIX MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : MEGA KUSUMA DEWI   Fakultas/Jurusan : TBI

NPM : 1501070190   Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	30/10 /18	✓	✓	Al- Instrument	✗

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP 19750610 200801 1 014

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
NIP 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyahiainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN APPENDIX MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : MEGA KUSUMA DEWI   Fakultas/Jurusan : TBI

NPM : 1501070190   Semester/TA : IX / 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
	30/12 /19		✓	Acc Instrument	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 198305112009122004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507; Faksimili (0725) 47296 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Mega Kusuma Dewi
NPM : 1501070190

Jurusan : TBI
Semester : IX / 2019

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	3/12-19			Revise Cover	
2	5/12-19			Add For other theory British Broadcash corporation	
3	9/12-19			- add graph - add theory	
4	11/12-19			(signature)	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I,

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : MEGA KUSUMA DEWI   Jurusan : TBI

NPM : 1501070190   Semester : IX

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
	Senin 7/10-19		✓	Insert theory about Listening Comprehension	
	Senin 4/11-19		✓	Acc ch. II	
	Senin 11/11-19		✓	Please explain the Procedure of the research	
	Senin 2/12-19		✓	Acc ch. III	

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 198305112009122004

Nomor : B-0010/In.28.1/J/TL.00/01/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP PURNAMA TRIMURJO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**MEGA KUSUMA DEWI**
NPM	:	1501070190
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE INFLUENCE OF AUDIO LINGUAL METHOD OF LISTENING COMPREHENSION OF THE EIGHT GRADERS STUDENTS OF SMP PURNAMA TRIMURJO

untuk melakukan *pra-survey* di SMP PURNAMA TRIMURJO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 Januari 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

YAYASAN PENDIDIKAN PURNAMA
SEKOLAH MENENGAH PERTAMA
(SMP) PURNAMA TRIMURJO
NSS. 204120202050 - NPSN. 10801813
STATUS : TERAKREDITASI B

Alamat Jl. Kyai Nusa No. 3 Notoharjo Kecamatan Trimurjo Kabupaten Lampung Tengah Kode Pos 34172
Website : www.smppurnamatrimurjo.sch.id E-mail : smp_purnama_trimurjo@yahoo.co.id

Nomor   : 420/056/03/C.16/D.a.VI.01/2020   09 Januari 2020
Lampiran : ---
Perihal   : **Izin Pra Survey**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro Lampung

Di-

Metro

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dalam rangka penyelesaian tugas mata kuliah Manajemen Pembelajaran, Kepala SMP Purnama Trimurjo memberikan izin kepada mahasiswa :

Nama   : MEGA KUSUMA DEWI
NPM   : 501070190
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris
Judul   : THE INFLUENCE OF AUDIO LINGUAL METHOD OF LISTENING COMPREHENSION
               OF THE EIGHT GRADERS STUDENTS OF SMP PURNAMA TRIMURJO

Untuk mengadakan Pra Survey di SMP Purnama Trimurjo Kabupaten Lampung Tengah.

Demikianlah surat ini kami sampaikan agar dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Kepala SMP Purnama Trimurjo,

SURADI, S.Pd.
NIP. 19641203 198711 1 003

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41907 Fax. (0725) 47296 Website: www.metrouniv.ac.id. e-mail: iain@metrouniv.ac.id

Nomor : B-0 /In.28 1/J/PP.00.9/1/2020   06 Januari 2019
Lamp. : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Ahmad Subhan Roza, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
     Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	Mega Kusuma Dewi
NPM	1501070019
Fakultas	Tarbiyah dan Ilmu Keguruan
Jurusan	Tadris Bahasa Inggris
Judul	The Influnce Of Using Audio Lingual Method Of Listening Comprehension Of The Eight Graders Students Of SMP Purnama Trimurjo

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,
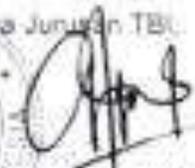
A. Subhan Roza, M.Pd
NIP. 19750616 200801 1 029

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0135/In.28/D.1/TL.01/01/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**MEGA KUSUMA DEWI**
NPM	:	1501070190
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP PURNAMA TRIMURJO guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING AUDIO LINGUAL METHOD OF LISTENING COMPREHENSION OF THE EIGHT GRADERS STUDENTS OF SMP PURNAMA TRIMURJO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 13 Januari 2020

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Drs. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor : B-0138/In.28/D.1/TL.00/01/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.
KEPALA SMP PURNAMA
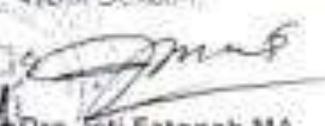TRIMURJO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0135/In.28/D.1/TL.01/01/2020
tanggal 13 Januari 2020 atas nama saudara:

Nama : **MEGA KUSUMA DEWI**
NPM : 1501070190
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP PURNAMA TRIMURJO dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING AUDIO LINGUAL METHOD OF LISTENING COMPREHENSION OF THE EIGHT GRADERS STUDENTS OF SMP PURNAMA TRIMURJO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Januari 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

YAYASAN PENDIDIKAN PURNAMA
SEKOLAH MENENGAH PERTAMA
(SMP) PURNAMA TRIMURJO
NSS. 204120202050 - NPSN. 10801813
STATUS : TERAKREDITASI B

Alamat : Jl. Kyai Nuain No. 3 Notoharjo Kecamatan Trimurjo Kabupaten Lampung Tengah Kode Pos 34172
Website : www.smppurnamatrimurjo.sch.id E-mail : smp_purnama_trimurjo@yahoo.co.id

Nomor : 420/057/03/C.16/D.a.VI.01/2020   16 Januari 2020
Lampiran : ---
Perihal : **Izin Research**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro Lampung

Di-

   Metro

Assalamu'alaikum Warahmatullahi Wabarakatuh

Sehubungan dengan surat nomor : B-0136/In.28/D.1/tl.00/01/2020, tanggal 13 Januari 2020, Kepala SMP Purnama Trimurjo memberikan izin kepada mahasiswa :

   Nama   : MEGA KUSUMA DEWI
   NPM   : 501070190
   Fakultas   : Tarbiyah dan Ilmu Keguruan
   Jurusan   : Pendidikan Bahasa Inggris
   Judul   : THE INFLUENCE OF AUDIO LINGUAL METHOD OF LISTENING COMPREHENSION OF THE EIGHT GRADERS STUDENTS OF SMP PURNAMA TRIMURJO

Untuk mengadakan Research di SMP Purnama Trimurjo Kabupaten Lampung Tengah, dalam rangka Penulisan tugas akhir/skripsi.

Demikianlan surat ini kami sampaikan agar maklum adanya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Kepala SMP Purnama Trimurjo,

SURADI, S.Pd.
NIP. 19641203 198711 1 003

CURRICULUM VITAE

The name of write is mega kusuma dewi she was born is trimurjo, on october 30, 1996. She is the second child of happy couple, sumar joko and parjilah.

In 2009, she graduated from sdn 2 notoharjo, east lampung. At the time 2011, she graduated from smp purnama trimurjo. Then, she continued her study to sma purnama trimurjo and graduated in 2015. In 2015, she entered s1 english education program of state islamic studies of metro (iain metro).